

MONTANA SCHOOL IMPROVEMENT PLAN: CFDA #84-323A  
BUDGET NARRATIVE

Montana's Procedure to Ensure Equity in Access to Project Services

The activities of the Montana Office of Public Instruction (OPI) are guided by the following Equality of Opportunity guideline:

*It is the position of the Office of Public Instruction that all personnel should demonstrate respect for the dignity of all students. All individuals should be given equal opportunity regardless of gender, race, national origin, age, marital status, religion, sexual orientation, disability, political ideas or social condition, or other artificial barrier which causes opportunity limiting discrimination.*

The demographics of Montana are such that Native Americans comprise the largest minority group in the state, representing slightly less than 10 percent of the public school student population. Efforts to ensure coordination and collaboration with agencies from Native American communities are reflected in all OPI activities. These proactive steps will ensure that project services are available to eligible students, families, and providers in all communities throughout the state. In addition, the OPI and all subcontractors involved in this Project adhere to the standards of the Americans with Disabilities Act. Accommodations will be made for anyone who requires them in order to access products and activities of this Project.

Specific activities to support access include, but are not limited to: using translators and interpreters; translating materials into other languages (i.e., Native American Indian languages of specific tribes) and other formats (e.g., large print, computer disks); retaining people of a particular culture to help in implementing activities; including parents and professionals who are Native Americans on the Advisory Committee; continuing objectives with the Great Plains Regional Alliance for finding young Native American children who have or are at risk for deaf-blindness; implementing Project activities in accessible facilities with appropriate supports/accommodations; utilizing multiple methods for contacting the Project (e.g., toll-free telephone line, TDD line, email and web site); and creating statewide Project awareness through a variety of methods.

Montana's Assurances of EEO/Nondiscriminatory Hiring Equal Employment Opportunity Policy

The state's Equal Employment Opportunity (EEO) Program was established through a Governor's executive order. The Department of Administration works with each state agency to implement and maintain an effective EEO program throughout state government. The policy of the Office of Public Instruction related to Equal Employment Opportunity reads as follows.

It is the policy of the OPI to provide equal employment opportunity to all individuals. The OPI does not discriminate on the basis of an individual's race, color, religion, creed, sex, national origin, age, handicap, marital status, or political belief with the exception of special programs provided by the law.

The OPI will take affirmative action to equalize employment opportunities at all levels of agency operations where there is evidence that there have been barriers to employment for those classes of people who have traditionally have been denied equal employment opportunity. The OPI is committed to providing reasonable accommodation to any known disability that may interfere with a disabled applicant's ability to compete in the selection process or a disabled employee's ability to perform the duties of a job.

The OPI will not retaliate against any employee for lawfully opposing any discriminatory practice, including the filing of an internal grievance, the filing of a union grievance, the initiation of an external administrative or legal proceeding or testifying in or participating in any of the above.

The designated EEO Officer for the OPI is the personnel officer. The personnel officer attempts to resolve complaints of discrimination. The personnel officer is also responsible for implementation of measures designed to remediate the effects of demonstrable past discrimination within the OPI.

The OPI cooperates with the State of Montana Personnel Division in determining appropriate affirmative action plan items. A statement assigning responsibility for coordinating the agency affirmative action program and for attempting to resolve employee EEO complaints to a designated EEO officer and assigning responsibility for implementing the affirmative action program to all agency managers and supervisors shall be posted in each work location.

#### **Diversity Representation within the Montana Division of Special Education:**

Currently the Division of Special Education has seven full time employees. Of these individuals, four are male, three are female, one is from Puerto Rico, and two have a disability. Clearly, this Division within the Montana Office of Public Instruction understands and practices the inclusion of diverse populations.

#### **PERSONNEL**

Mr. Robert Runkel, Principle Investigator, Inkind: Mr. Runkel, Director of the Division of Special Education, will assume full responsibility for the Montana School Improvement Plan. He will oversee major decisions, participate in the management team, make personnel and budgetary decisions, and assure that all inter and intra agency activities are accomplished and fully coordinated.

Ms. Susan Bailey Anderson, Project Director, .5 FTE: Ms. Bailey-Anderson will work in close collaboration with Mr. Runkel and oversee the day to day activities of the Montana Personnel Development Plan. Her responsibilities will include the supervision of the Project Coordinator and Project Administrator, and direct oversight of all technical assistance, inservice, and CSPD related activities. Twenty-five percent of Ms. Bailey-Anderson's time will be spent in the direct provision of training.

Dick Trerise, Project Coordinator, 1.00 FTE: As full time Project Coordinator, Mr. Trerise will carry out the day to day activities related to Montana's State Personnel Development Program.

Mr. Trerise will provide statewide leadership to initiate, develop and oversee each program. As coordinator, Mr. Trerise will be the key to the design and implementation of the activities of the proposal. Mr. Trerise will spend at least fifty percent of their time engaged in training activities.

To Be Hired, Reading Specialist, 1.00 FTE: This person will work directly with the Director, Coordinator, Reading First Director, Cohort Schools, and Reading First and Early Literacy trainings.

Ms. Nikki Sandve, .2 FTE: Ms. Sandve is a School Improvement and Compliance Specialist in the Division of special Education. Specific to the work scope of this grant, Ms. Sandve directs the new teacher mentoring initiatives within the Division of Special Education. Support for her time will allow her to work directly with regional personnel to expand current initiatives and shift responsibility to regional structures.

Ms. Floy Scott, Research and Analysis Manager, .2 FTE: In her position with the Division of Special Education, Ms. Scott conducts research and statistical analysis on state performance indicators; works with the Division of Measurement and Accountability and other Divisions within the Office of Public Instruction to help ensure all data reporting requirements under IDEA Part B are incorporated in the state's data collection systems. Ms. Scott will be the principal evaluator of the grant activities and projects.

Karen Jeschke, Administrative Assistant, 1.00 FTE: A full time Administrative Assistant will be hired to perform all administrative support responsibilities for this project. This position will assure that meeting minutes, project reports, evaluation activities, publications, inter and intra agency meetings, and all other activities are carefully documented and easily retrievable for future reference and report generation.

## **TRAVEL**

Out of State: As required, the budget reflects the two-day Project Directors' meeting in Washington, D.C. during each year of the project.

In State: Multiple trips within Montana will be required to meet with sub-contractors, attend meetings, initiate and complete training activities, and disseminate project activities.

Team – Consultant – Travel Expenses: As additional consultants are identified to support Montana's efforts, this budget category will support their in state and out of state travel expenses.

**EQUIPMENT:** No equipment will be purchased for this project.

## **CONTRACTUAL**

Parents Let's Unite for Kids (PLUK): PLUK, Montana's Parent Training and Information Project, directed by Dennis Moore, will initiate parent, general education, and special education combined training, demonstrate the involvement of special education students in general

education, and support family involvement in all aspects of the Montana State Personnel Development Program. They will develop materials to help family members and other team members understand how Reading and Literacy standards and state wide assessment applies to students with disabilities. They will be integral in assuring that families are actively involved in the planning, implementation, and evaluation of the State Personnel Department Program.

University of Montana Department of Psychology: Personnel Preparation in Early Intervention:

This subcontract will support preservice and inservice preparation for Family Support Specialists. Susie Morrison, Department of Psychology, the University of Montana, will focus on early intervention preservice and inservice training for Family Support Specialists (Part C, IDEA, infant, toddler, and family program) and early childhood special education teacher (Part B, IDEA, preschool services-619) designed to address needs concerning personnel turnover, areas of skill deficits, in particular, early intervention competencies and transition from Part C to preschool services.

Montana State University-Billings: Dr. Mary Susan Fishbaugh, Chair, of Montana State University, Billings, Departments of Rehabilitation and Reading and Special Education, will support High Education educational restructuring efforts which will combine general and special education coursework so that all preservice personnel will gain increase capability and understanding of inclusive general and special education. This subcontract will focus on (1) Core Academic Competency Fellowship Program which will provide a structured opportunity for general and special educators to learn about collaborative teaching models and support newly trained special educators in their ongoing development in core academic subject areas. (These activities will occur at both preservice and inservice levels). (2) High Education Consortium activities (HEC) is composed of leaders in the field of higher education across Montana. These leaders interface the higher education system with the evolving needs in professional development in schools, to enhance both preservice and inservice educational opportunities.

University of Montana Rural Institute: Dr. Gail McGregor from The University of Montana Rural Institute will support efforts in the three main subcontract areas (1) access to the general education curriculum, developing and expanding training to encompass strategies associated with Universal Design for learning approaches. This will provide increased focus on flexible materials, lessons, etc., among schools (community of Learners' concept), (2) assist with evaluation design, collection of data, and overall analysis of the outcomes of the Montana State Personnel Program; and (3) develop and implement cross listed coursework in collaboration with other universities in professional development priorities.

University of Montana Department of School Psychology: Dr. Margaret Beebe Frankenger, Director of the School Psychology Department and Kelli Cummings, faculty member, will support LEA's to implement coordinated early intervening services to support at risk students through (1) pilot project with Wyoming and (2) developing guidance information for LEA's that want to implement early-intervening strategies.

## **OTHER**

Supplies: These costs include all consumable supplies, staff training, refreshments for training and meetings, staff development, media expenses, three computers, three printers, printer cartridges, software, equipment repair, meeting room expenses, and other miscellaneous expenses.

Printing and Photocopying: This category will support general information dissemination, annual reports, annual evaluation reports, correspondence, and training materials.

LEA Implementation Projects: These funds will support individual school and district school improvement efforts that incorporate specific strategies to insure that the needs of students with disabilities are being addressed within general education settings. Funds will also be used to support the development of school and district level management and information systems that capture required accountability data for all federal programs including IDEA.

Regional Comprehensive System of Personnel Development (CSPD): These funds are targeted for each of the five Regional CSPD (Comprehensive System of Personnel Development) Councils. Funds will be utilized for administrative support, training, and technical assistance that is specific for each region (determined through regional needs assessment).

Telephones: Funds are budgeted to support three additional phones and their long distance charges.

Meetings, Training Activities, etc.: Multiple statewide training, technical assistance, management, and evaluation activities will be initiated within Helena, Montana. Identified training, technical assistance, and meeting activities will be shared across the Montana MetNet system. This will allow all areas of the state (all school district, higher education settings, etc.) to participate in targeted activities.

Mentor Activities: An annual Mentor Institute will be expanded to four days. The institute will have three strands for participants: beginning mentor skills, advanced mentor skills, and mentor program development. The Mentor Taskforce will continue working on draft program templates that can be used to assist in designing a school or district mentor program. The template needs to be completed and finalized. In addition, the taskforce will provide mentor resources throughout the state in best practice models, increased mentor skills, etc.

Indirect Costs: The State of Montana Office of Public Instruction has a negotiated indirect rate of 21.4% of all direct costs except contractual agreements. Contractual agreements have an indirect rate of 20% of the first \$25,000 of the subcontract for the life of the subcontract.

### **Analysis of the Use of Funds**

Over the five year period there is a total of direct costs going to Professional Development Activities and Other Activities of \$2,586,411. Professional Development Activities account for \$2,411,411 or 97.1% of that total and Other Activities account for \$175,000 of that total or 2.9%. The calculations are offered below.

<u>Total Funds Directed to Professional Development (97.1%)</u> .....	\$ 2,586,411
Personnel (conservative estimate of 25% of all personnel) .....	\$ 239,529
Contractual.....	
Parents Let's Unite for Kids (PLUK) .....	\$ 175,000
University of Montana Psychology Department – Part C .....	\$ 125,000
University of Montana Psychology Department.....	\$ 175,000
Montana State University-Billings .....	\$ 440,195
University of Montana Rural Institute .....	\$ 200,000
Travel .....	\$ 175,000
LEA Implementation Project .....	\$ 500,000
Regional CSPD Inservice and Technical Assistance.....	\$ 250,000
Consultants.....	\$ 131,687
<u>Total Funds Directed to Other Activities (2.9%)</u> .....	\$ 175,000

### **Contribution to the Project**

In addition to the project's budget, significant contributions and commitments from state sources, Part B Federal funds, other Federal funds, local school district support, professional organizations, projects, and private and local sources.

### **Adequacy of Support from Project Applicant**

The State of Montana has committed over \$250,000 annually of other funds to support the completion of project goals and objectives. These funds are dedicated to support travel, equipment, supplies, sub-grant awards, educational stipends, and other costs necessary to the completion of the project. Specifically, the state as applicant has dedicated the following resources to the project:

### **IDEA Part B Funds**

IDEA Part B State Set-Aside funds support project activities at all levels. IDEA Part B funds help address the need for qualified personnel by supporting a fourteen state collaborative project in partnership with the Mountain Plains Regional Resource Center and the University of Arizona to make available an assessment system for educational interpreters and to support a multi state collaborative training project for educational interpreters. In addition, Part B funds are used to provide stipends for personnel to complete master's coursework leading to full licensure as a speech-language pathologist and to support a personnel preparation program for certified teachers to include special education course work for additional endorsement in special education. These projects are vital in assisting local education agencies to meet personnel shortages and to have the personnel necessary to assist students in having access to the general curriculum and to assist, as appropriate in early intervening services.

In addition, Part B funds are dedicated to support the regional framework of the Comprehensive System of Personnel Development (CSPD), the State CSPD Council and to address targeted assistance and training needs identified by the state and regional councils. The CSPD regions are a critical component in ensuring professional development is delivered in a manner most effective for schools within the region and that results are sustained through ongoing peer collaboration. A portion of Part B funds are used to support parent training and information activities implemented through the Parents Let's Unite for Kids (PLUK), parent training and information center. Such targeted assistance and training is critical to ensuring parents have the skills and knowledge to effectively work in partnership with schools to address the diverse instructional needs of children.

A significant amount of IDEA Part B funds support the Montana Behavioral Initiative (MBI). This initiative, in collaboration with this project's activities helps to improve students access to the general curriculum by providing school personnel with skills and knowledge in addressing the challenging behaviors of students.

MONTANA SCHOOL IMPROVEMENT PLAN: CFDA #323A  
BUDGET – YEAR ONE: July 2005 – June 30, 2006

<b>Personnel/Title/FTE.....</b>	<b>Amount</b>
Robert Runkel, Principle Investigator.....	Inkind
Susan Bailey-Anderson, Project Director, .5FTE.....	\$ 25,582.30
Dick Trerise, 1.00 .....	\$ 37,280.70
Nikki Sandve, .2.....	\$ 3,765.90
Karen Jeschke, 1.00 .....	\$ 24,162.69
Vacant Position, 1.00 .....	\$ 35,282.11
Floy Scott, .2 .....	\$ 8,809.59
Total Personnel .....	\$ 134,883.29
Fringe Benefits.....	\$ 43,078.45
<b>Total Personnel Plus Fringe.....</b>	<b>\$ 177,961.74</b>
<b>Travel .....</b>	<b>\$ 35,000</b>
Out of State – Washington, D.C.	
In State	
Team	
<b>Contractual.....</b>	<b>\$ 223,039</b>
Parents Let's Unite for Kids .....	\$ 35,000
University of Montana (Part C) .....	\$ 25,000
University of Montana Department of Psychology .....	\$ 25,000
University of Montana Rural Institute .....	\$ 50,000
Montana State University .....	\$ 88,039
<b>Supplies .....</b>	<b>\$ 15,000</b>
<b>Other .....</b>	<b>\$ 190,000</b>
Mentor.....	\$ 35,000
CSPD.....	\$ 50,000
LEA Implementation Projects.....	\$ 105,000
<b>Indirect Costs at 20% .....</b>	<b>\$ 105,000</b>
<b>Total .....</b>	<b>\$ 746,000</b>



MONTANA SCHOOL IMPROVEMENT PLAN: CFDA #323A  
BUDGET – YEAR TWO: July 1, 2006– June 30, 2007

<b>Personnel/Title/FTE.....</b>	<b>Amount</b>
Robert Runkel, Principle Investigator.....	Inkind
Susan Bailey-Anderson, Project Director, .5FTE.....	\$ 26,605.59
Dick Trerise, 1.00 .....	\$ 38,771.93
Nikki Sandve, .2.....	\$ 3,975.29
Karen Jeschke, 1.00 .....	\$ 25,129.19
Vacant Position, 1.00 .....	\$ 36,693.40
Floy Scott, .2 .....	\$ 9,161.97
Total Personnel .....	\$ 140,337.37
Fringe Benefits.....	\$ 46,141.60
<b>Total Personnel Plus Fringe.....</b>	<b>\$ 186,478.96</b>
<b>Travel .....</b>	<b>\$ 35,000</b>
Out of State – Washington, D.C.	
In State	
Team	
<b>Contractual.....</b>	<b>\$ 223,039</b>
Parents Let's Unite for Kids .....	\$ 35,000
University of Montana (Part C) .....	\$ 25,000
University of Montana Department of Psychology .....	\$ 25,000
University of Montana Rural Institute .....	\$ 50,000
Montana State University .....	\$ 88,039
<b>Supplies .....</b>	<b>\$ 15,000</b>
<b>Other .....</b>	<b>\$ 181,482</b>
Mentor.....	\$ 35,000
CSPD.....	\$ 50,000
LEA Implementation Projects.....	\$ 105,000
<b>Indirect Costs at 20% .....</b>	<b>\$ 105,000</b>
<b>Total .....</b>	<b>\$ 746,000</b>

MONTANA SCHOOL IMPROVEMENT PLAN: CFDA #323A  
BUDGET – YEAR THREE: July 1, 2008 – June 30, 2009

<b>Personnel/Title/FTE.....</b>	<b>Amount</b>
Robert Runkel, Principle Investigator.....	Inkind
Susan Bailey-Anderson, Project Director, .5FTE.....	\$ 27,925.73
Dick Trerise, 1.00 .....	\$ 39,935.09
Nikki Sandve, .2.....	\$ 4,094.54
Karen Jeschke, 1.00 .....	\$ 25,883.07
Vacant Position, 1.00 .....	\$ 37,794.20
Floy Scott, .2 .....	\$ 9,620.07
Total Personnel .....	\$ 145,252.07
Fringe Benefits.....	\$ 46,910.67
<b>Total Personnel Plus Fringe.....</b>	<b>\$ 192,163.37</b>
<b>Travel .....</b>	<b>\$ 35,000</b>
Out of State – Washington, D.C.	
In State	
Team	
<b>Contractual.....</b>	<b>\$ 223,039</b>
Parents Let's Unite for Kids .....	\$ 35,000
University of Montana (Part C) .....	\$ 25,000
University of Montana Department of Psychology .....	\$ 25,000
University of Montana Rural Institute .....	\$ 50,000
Montana State University .....	\$ 88,039
<b>Supplies .....</b>	<b>\$ 15,000</b>
<b>Other .....</b>	<b>\$ 175,797</b>
Mentor.....	\$ 35,000
CSPD.....	\$ 50,000
LEA Implementation Projects.....	\$ 105,000
<b>Indirect Costs at 20% .....</b>	<b>\$ 105,000</b>
<b>Total .....</b>	<b>\$ 746,000</b>

MONTANA SCHOOL IMPROVEMENT PLAN: CFDA #323A  
BUDGET – YEAR FOUR: July 1, 2010 – June 30, 2011

<b>Personnel/Title/FTE.....</b>	<b>Amount</b>
Robert Runkel, Principle Investigator.....	Inkind
Susan Bailey-Anderson, Project Director, .5 FTE.....	\$ 28,763.50
Dick Trerise, 1.00 .....	\$ 41,750.14
Nikki Sandve, .2.....	\$ 4,217.38
Karen Jeschke, 1.00 .....	\$ 26,659.56
Vacant Position, 1.00 .....	\$ 38,928.03
Floy Scott, .2 .....	\$ 9,908.67
Total Personnel .....	\$ 150,227.28
Fringe Benefits.....	\$ 47,686.53
<b>Total Personnel Plus Fringe.....</b>	<b>\$ 197,913.81</b>
<b>Travel .....</b>	<b>\$ 35,000</b>
Out of State – Washington, D.C.	
In State	
Team	
<b>Contractual.....</b>	<b>\$ 223,039</b>
Parents Let's Unite for Kids .....	\$ 35,000
University of Montana (Part C) .....	\$ 25,000
University of Montana Department of Psychology .....	\$ 25,000
University of Montana Rural Institute .....	\$ 50,000
Montana State University .....	\$ 88,039
<b>Supplies .....</b>	<b>\$ 15,000</b>
<b>Other .....</b>	<b>\$ 170,047</b>
Mentor.....	\$ 35,000
CSPD.....	\$ 50,000
LEA Implementation Projects.....	\$ 105,000
<b>Indirect Costs at 20% .....</b>	<b>\$ 105,000</b>
<b>Total .....</b>	<b>\$ 746,000</b>

MONTANA SCHOOL IMPROVEMENT PLAN: CFDA #323A  
BUDGET – YEAR FIVE: July 2005 – June 30, 2006

<b>Personnel/Title/FTE.....</b>	<b>Amount</b>
Robert Runkel, Principle Investigator.....	Inkind
Susan Bailey-Anderson, Project Director, .5 FTE.....	\$ 29,626.41
Dick Trerise, 1.00 .....	\$ 43,002.64
Nikki Sandve, .2.....	\$ 4,343.90
Karen Jeschke, 1.00 .....	\$ 27,871.24
Vacant Position, 1.00 .....	\$ 40,095.87
Floy Scott, .2 .....	\$ 10,205.93
Total Personnel .....	\$ 155,145.99
Fringe Benefits.....	\$ 48,453.88
<b>Total Personnel Plus Fringe.....</b>	<b>\$ 203,599.87</b>
<b>Travel .....</b>	<b>\$ 35,000</b>
Out of State – Washington, D.C.	
In State	
Team	
<b>Contractual.....</b>	<b>\$ 223,039</b>
Parents Let's Unite for Kids .....	\$ 35,000
University of Montana (Part C) .....	\$ 25,000
University of Montana Department of Psychology .....	\$ 25,000
University of Montana Rural Institute .....	\$ 50,000
Montana State University .....	\$ 88,039
<b>Supplies .....</b>	<b>\$ 15,000</b>
<b>Other .....</b>	<b>\$ 164,362</b>
Mentor.....	\$ 35,000
CSPD.....	\$ 50,000
LEA Implementation Projects.....	\$ 105,000
<b>Indirect Costs at 20% .....</b>	<b>\$ 105,000</b>
<b>Total .....</b>	<b>\$ 746,000</b>

